



Coorara Primary School 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Coorara Primary School Number: 323

Partnership: Panalatinga

Name of School Principal:

Rebecca Read

Name of Governing Council Chair:

Sharleena Cronin

Date of Endorsement:

15th February 2016

School Context and Highlights

Coorara Primary School is set in beautiful grounds in Morphett Vale, a southern suburb of Adelaide. Coorara Primary School engages 21st century learners in quality learning opportunities within a safe and positive environment. We maintain a strong focus on our school values: respect, responsibility, honesty, caring and teamwork. We share a site and a positive partnership with Coorara Preschool. The community is diverse in terms of socio-economic backgrounds and the school has a Category of Disadvantage level 4.

The school continued to develop and improve preschool to school transition. Junior Primary teachers worked closely with feeding preschools and the Coorara Cubs transition program ran for 11 weeks in terms 3 and 4. Twenty six children participated in the program which enabled them to establish quality relationships with peers and staff and build onto their learning.

Stage 1 of the courtyard redevelopment was completed in term 4 incorporating a sandpit, deck/outdoor stage, dry creek bed, pergola, water play area and stepping stones has provided an outdoor learning environment for the children where they can develop their social, physical, language and emotional skills. The playshed was further developed enabling children to engage in active and stimulating play at lunchtime whilst using their imagination.

The roll out of the 1:1 iPad program is now completed with all children having access to their own iPad at school. Embedding the use of iPads in all teaching and learning is a focus and innovative technology is embraced across all areas of school life, ensuring we are meeting the needs of our twenty first century learners. Students are further developing their understandings and use of higher order thinking skills using ICT and are work

Performing Arts program was further developed in 2016. All children received 2 lessons of music/dance/drama per week from a specialist teacher. Sixty children participated in Wakakirri. They were supported by a team of staff, parents, grandparents and community members. A number of children participated in the String program. The Junior and Senior choir had a successful year, performing at Festival Theatre and at assemblies.

Students at Coorara have the opportunity to participate in a number of sporting experiences including the Sporting Schools Program (tennis, hockey and athletics), aquatics, swimming and Sports Day. A number of students represented the school by participating in SAPSASA events.

Governing Council Report

The 2016 school year has been a busy and productive year for the school, Governing Council and sub committees. The following are the highlights, achievements and activities that had support and input from Governing Council:

- * Governing Council reviewed feedback from the 2015 Parent Opinion Survey and responded to most of the wishes!
- * Governing Council participated in the DECD External Review in term 1
- * Governing Council worked with Katrine Hilyard to campaign for an upgrade to the school crossing on Taylors Avenue
- * Governing Council designed the new school windcheater
- * Governing Council involved in the design process of stage 1 of the Courtyard redevelopment
- * The 1:1 iPad roll out was completed
- * Channel 7 visited the school in term 4
- * New team colours and names for Sports Day
- * Majority of children participated in the Premier's Reading and Be Active challenge
- * The school for the third year participated in Wakakirri. The children were supported by a team of staff parents and community members.
- * The school offered a range of sporting opportunities for the children including SAPSASA, sporting schools, specialist PE lessons.
- * Three incursions were held during the year, all classes went on excursions and the year 5/6/7 students went on a school camp.
- * A number of successful fundraising events were held including raffles, disco, Bunnings BBQ. Money raised went towards the courtyard redevelopment.

Improvement Planning and Outcomes

In 2016 the Site Improvement Plan focused on improving the Reading and Numeracy outcomes for all learners through a focus on tracking and monitoring the progress of all learners, building teacher and leadership capacity, pedagogical shift and providing timely effective intervention.

Over the past few years the staff have worked consistently to raise expectations for student progress and achievement in Reading. This is evident in the reading data that has been collected in 2016. In the early years progress in Reading is monitored against Running Records. In 2016, 91% of reception, 71% of year 1 and 91% of year 2 students demonstrated the expected achievement under the DECD standard of Education Achievement (DECD SEA). The results are higher than the school's historical baseline data, higher than DECD schools and higher than schools of the same index of disadvantage. In the primary years progress in Reading is measured against the PAT R Comprehension test, NAPLAN and Fountas and Pinnell benchmark system. In 2016, the reading results as measured by NAPLAN indicate that 83% of year 7 students made medium or high progress and 90% of year 5 students made medium or high progress. In 2016, the reading results as measured by PAT R indicated 71% of year 3, 71% of year 4 students, 78% of year 5, 92% of year 6 and of year 61% of 7 students demonstrated the expected achievement under the DECD SEA. Consistent agreed pedagogical practices in the teaching of Reading have been embedded in all classrooms. Regular learning walks and professional learning teams (PLT) were a feature of professional learning and peer accountability. Learning walks have enabled teachers to share their practice and develop consistency across the school. PLTs provided an effective structure for teachers to collaboratively analyse student data, design learning, moderate student learning, plan targeted interventions, share and reflect on their teaching practise. The use of a whole school reading data wall enabled staff to see the achievement profile of the school as a whole, of each year level cohort and of each student as an individual. Leaders met with classroom teachers each term to drill down into the data, the discussions focussed on student progress and the effectiveness of the teaching and learning. Staff have a common understanding of what a year's progress looks like and an expectation that all learners achieve this. Timely effective intervention was implemented through the whole school use of the wave model. Twenty students received targeted intensive intervention from the Reading Intervention Teacher.

In the primary years progress in Mathematics is monitored against PAT M, NAPLAN and Booker diagnostic tests. Numeracy results as measured by NAPLAN indicate that 83% of year 7 students made medium or high progress and 85% of year 5 students made medium or high progress. The numeracy results as measured by PAT M indicate that 52% of year 3, 72% of year 4, 82% of year 5, 76% of year 6 and 75% of year 7 students demonstrated the expected achievement under the DECD SEA.

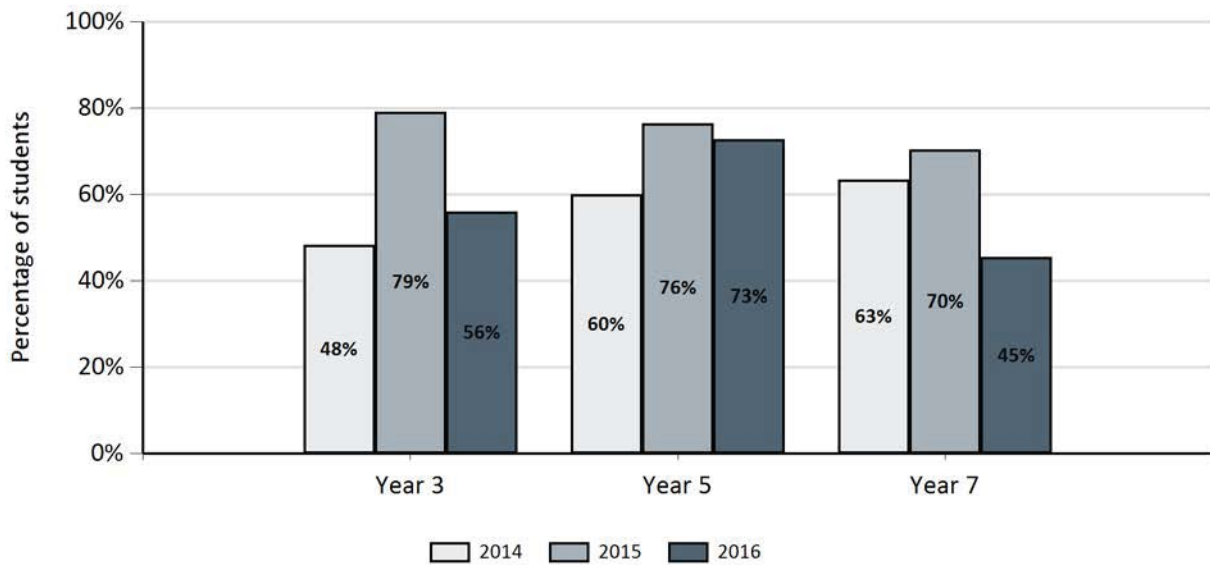
Whole school Numeracy data collection protocols were developed and implemented. These will be reviewed in 2017. Site based and tri school collaborative moderation processes were used to ensure consistency of assigning A-E grades and to design open tasks that were challenging and enabled students to demonstrated a higher level of achievement. Staff engaged in professional learning to develop mathematical thinking in teaching and learning. This enabled staff to develop a shared understanding and approach to teaching and leading mathematics with a focus on problem solving and mental computations. Quicksmart Numeracy Intervention Program was implemented across years 4-6 for 12 identified students.

Performance Summary

NAPLAN Proficiency

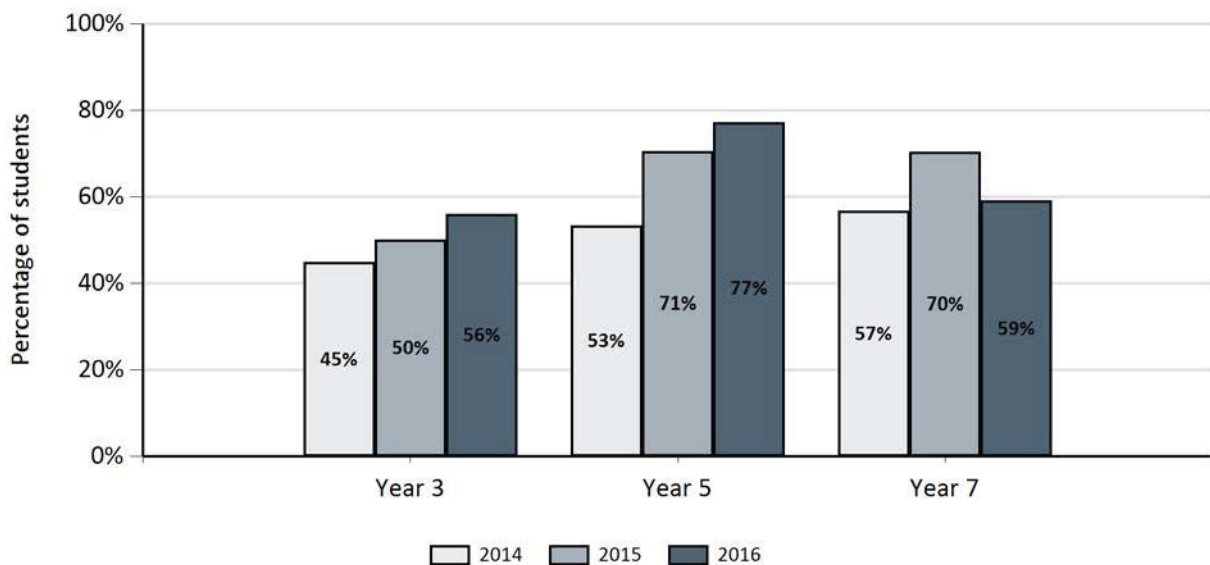
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN Progress

The data below represents the growth of students from 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

| NAPLAN progression | Year 3-5 | Year 5-7 | State (average) |
|-----------------------|----------|----------|-----------------|
| Lower progress group | 10% | 18% | 25% |
| Middle progress group | 60% | 71% | 50% |
| Upper progress group | 30% | 12% | 25% |

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

Numeracy

| NAPLAN progression | Year 3-5 | Year 5-7 | State (average) |
|-----------------------|----------|----------|-----------------|
| Lower progress group | 10% | 18% | 25% |
| Middle progress group | 45% | 71% | 50% |
| Upper progress group | 45% | 12% | 25% |

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

NAPLAN Upper Two Bands Achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

| | No. of students who sat the test | | No. of students achieving in the upper two bands | | % of students achieving in the upper two bands** | |
|------------------------|----------------------------------|----------|--|----------|--|----------|
| | Reading | Numeracy | Reading | Numeracy | Reading | Numeracy |
| Year 3 2016 | 25 | 25 | 3 | 1 | 12% | 4% |
| Year 3 2014-16 Average | 26.0 | 26.0 | 5.0 | 2.0 | 19% | 8% |
| Year 5 2016 | 22 | 22 | 6 | 3 | 27% | 14% |
| Year 5 2014-16 Average | 23.0 | 23.0 | 5.3 | 2.0 | 23% | 9% |
| Year 7 2016 | 22 | 22 | 3 | 1 | 14% | 5% |
| Year 7 2014-16 Average | 26.3 | 26.3 | 3.7 | 1.0 | 14% | 4% |

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

**NOTE: Percentages have been rounded off to the nearest whole number.

School Performance Comment

The reading results as measured by NAPLAN indicate that that 56% of year 3, 73% of year 5 and 45% of year 7 students demonstrated the expected achievement under the DECD Standard of Education Achievement (DECD SEA). In year 5 this represents an increase on the school's historical baseline average. In 2016, the reading results as measured by NAPLAN indicate that 83% of year 7 students made medium or high progress and 90% of year 5 students made medium or high progress. The results show an increase in the percentage of students achieving in the higher bands in Reading in year 5.

The Numeracy results as measured by NAPLAN indicate that 56% of year 3, 73% of year 5 and 59% of year students demonstrated the expected achievement under the DECD Standard of Education Achievement. In year 3 this represents a small increase on the school's historical baseline average and in year 5 this represents an increase on the school's historical baseline average. Numeracy results as measured by NAPLAN indicate that 83% of year 7 students made medium or high progress and 85% of year 5 students made medium or high progress. The results show an increase in the percentage of students achieving in the higher bands in Numeracy in year 5.

The school as part of the cyclic self review process gather and use multiple DECD and school based data sets to identify challenges, to track and monitor student progress and to guide whole school improvement. At regular intervals, staff work with the data to inform teaching and learning at the classroom level and to inform whole school directions. A culture of high expectations, shared responsibility for all learners, commitment to building capacity of all staff and a strong focus on learning has developed over the past few years resulting in improved learning outcomes for all students and students making significant progress.

Attendance

| Year level | 2014 | 2015 | 2016 |
|---------------|-------|-------|-------|
| Reception | 85.7% | 93.5% | 91.8% |
| Year 01 | 90.3% | 88.4% | 91.3% |
| Year 02 | 93.7% | 91.5% | 87.1% |
| Year 03 | 92.9% | 96.5% | 85.8% |
| Year 04 | 94.1% | 91.2% | 90.5% |
| Year 05 | 90.8% | 95.0% | 87.6% |
| Year 06 | 90.6% | 87.5% | 90.3% |
| Year 07 | 89.7% | 90.6% | 89.7% |
| Primary Other | 83.9% | 79.7% | 87.9% |
| Total | 90.6% | 91.1% | 89.1% |

Data Source: Site Performance Reporting System, Semester 1 Attendance.

Note: A blank cell indicates there were no students enrolled.

Attendance Comment

During 2016 we continued to implement our School Attendance Policy. Attendance data was regularly reviewed and the Principal and Deputy Principal worked with targeted families to support improved attendance. Where appropriate, attendance action plans were developed in collaboration with the family and the DECD Attendance Counselor. The introduction of electronic roll marking and further implementation of MGM text messaging has made it easier for families and staff to track and monitor attendance. Raising community awareness of the importance of regular attendance has been a priority.

Behaviour Management Comment

During 2016 the school implemented the new school behaviour education policy: Code of Behaviour-better behaviour, better learning. Through effective teaching, inclusive and engaging curriculum and respectful relationships students were supported to develop positive learning dispositions. Behaviour management data shows a decrease in the number of office time out consequences for yard and class incidents. Make up lost learning time was introduced in 2016 and was successful in reinforcing the importance of being on task and engaged during learning time. SKIP program (supporting kids in play) was introduced in 2016. Intensive targeted support was provided to a group of students to develop positive behavior.

Client Opinion Summary

Client Opinion data was collected from staff, parents and students. The ACARA staff and parent survey was distributed to all families and staff. Thirty four families responded to the survey. The top three responses from parents were teachers at this school expect my child to do his or her best, I can talk to my child's teachers about my concerns and the school looks for ways to improve. Seventeen staff responded to the survey. The top three responses from staff were the school looks for ways to improve, the school is well maintained and staff are well supported at this school. 100% of teachers that responded said that they agreed or strongly agreed that on site professional learning had supported them to develop their teaching and learning. Student Behaviour management was the bottom response for staff and parents, this will be further explored in 2017.

In 2016 the school trialled a new feedback loop (you said... we did...) in the school newsletter to inform the community of school actions in response to parent feedback, this strategy has been effective with 76 % of parents who responded to the survey indicating that they agree or strongly agree that the school takes parents' opinions seriously and 85% agreed or strongly agreed that the school looks for ways to improve.

104 students completed the TfEL Compass in term 3. Students respond to 12 questions that provide a snapshot of how effective teachers are creating a safe conditions for rigorous learning, personalising and connecting the learning and developing expert learners. Data indicates that we are doing well in creating conditions for rigorous learning and developing expert learners. Data indicates we could improve in personalising and connecting learning. This will be further explored in 2017.

Intended Destination

| Leave Reason | School | |
|-----------------------------|--------|-------|
| | Number | % |
| Employment | 0 | NA |
| Interstate/Overseas | 3 | 5.9% |
| Other | 0 | NA |
| Seeking Employment | 0 | NA |
| Tertiary/TAFE/Training | 0 | NA |
| Transfer to Non-Govt School | 2 | 3.9% |
| Transfer to SA Govt School | 46 | 90.2% |
| Unknown | 0 | NA |
| Unknown (TG - Not Found) | 0 | NA |

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

Coorara Primary School has processes in place to ensure it is compliant with DECD Relevant History Screening Policy and Procedures. The school has effective processes in place to ensure all persons engaged with the site including volunteers, contractors, third party providers, pre service teachers and staff have current DECD Relevant History Screening clearance. All staff are current with their Responding to Abuse and Neglect training and training is provided to volunteers.

Teacher Qualifications and Workforce Composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

| Qualification Level | Number of Qualifications |
|------------------------------|--------------------------|
| Bachelor Degrees or Diplomas | 28 |
| Post Graduate Qualifications | 7 |

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce Composition including Indigenous staff

| | Teaching Staff | | Non-Teaching Staff | |
|-----------------------|----------------|----------------|--------------------|----------------|
| | Indigenous | Non-Indigenous | Indigenous | Non-Indigenous |
| Full-Time Equivalents | 0.0 | 13.2 | 0.0 | 10.7 |
| Persons | 0 | 14 | 0 | 15 |

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

| Funding Source | Amount |
|----------------------|--------------|
| Grants: State | \$344 087.00 |
| Grants: Commonwealth | \$3000.00 |
| Parent Contributions | \$45318.00 |
| Fund Raising | \$5354.00 |
| Other | \$2660.46 |

Data Source: Data Source: Education Department School Administration System (EDSAS).

2016 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

| Tier 2 Funding Section | Tier 2 Category (where applicable to the site) | Briefly describe how the 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes | Outcomes achieved or progress towards these outcomes |
|--|--|---|---|
| Targeted Funding for Individual Students | Improved Behaviour Management and Engagement | Programs implemented to support children to be successful in the yard at playtimes including SKIP (supporting kids in play) program run by teacher and SSO, playshed (SSO), PALS (deputy). | Reduced number of students receiving office time out for yard incidents. |
| | Improved Outcomes for Students with an Additional Language or Dialect | Funding was used to provide SSO support EALD students in classrooms during the literacy block. | Improved student achievement in literacy. |
| | Improved Outcomes for Students with Disabilities | Targeted teaching, SMARTAR goals developed and reviewed twice a year, Annual review of NEP. SSO support in classrooms: 1:1 support, small group support. | Improved student achievement in literacy and numeracy. |
| Targeted Funding for Groups of Students | Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant | Reading Intervention Teacher worked with x number of students. Minit program was used. | Improved student achievement and progress in reading and numeracy |
| | | Quicksmart Numeracy Intervention program. | Improved teacher knowledge of the Australian Curriculum, task design and assessment |
| Program Funding for all Students | Australian Curriculum | Professional learning for staff in English and Mathematics with a focus on pedagogy, task design, assessment and moderation. | |
| | | Analysis of data sets. | |
| Other Discretionary Funding | Aboriginal Languages Programs Initiatives | | |
| | Better Schools Funding | Funding was used to partly fund Reading Intervention teacher and SSO support in all classrooms during the literacy block to support wave 1 high quality teaching and learning for all students. | Improved student achievement and progress in Reading |
| | Specialist School Reporting (as required) | | |
| | Improved Outcomes for Gifted Students | | |
| | Primary School Counsellor (if applicable) | Primary school counsellor salary is incorporated into the role of the Deputy Principal focussing on behaviour education and supporting families to access outside agencies. | Improved student wellbeing |